SENIOR TRAINING OFFICER MEETING

Wednesday, 11 May 1977, 1030

A G E N D A

STATINTL

1. Management for Equality and Opportunity

2. FOIA/PA Seminar

3. Revised Component-Conducted Training   Mr. Fitzwater
    Report Format (See attached
    alternative formats)

STATINTL

4. Ramifications of the HAC Staff Report,
    Especially STO/Component Training
    Officer Relationships

5. The Training Evaluation Responsibilities
    of OTR and Directorates/Offices

6. Seminars on Performance Evaluation as a
    Possible Remedy for Unrealistic
    Fitness Reports

7. CT Program

Component Training FY 1976

Office of ODP

AME, LOCATION, LENGTH f COURSE (Hours)	DESCRIPTION	NO. of RUNNINGS	INSTRUCTOR/ OVERHEAD COSTS	TRAVEL AND OTHER COST	COURSE HOURS	COST/ C.HOUR	NO. of STUDENTS	COST PER STUDENT	COST PER STUDENT HOUR
CL (Advanced) FT, Hqs., 32 hrs.)	Designed as an in-depth study of Job Control Language, covering the more sophisticated topics. Requires a working knowledge of JCL or have completed intermediate JCL. Students will code several JCL examples to be run on Agency computers.	1	$3,200.00	$1,024.00	32	$251.04	16	$502.09	$15.69
ORTRAN (BASIC)	An introduction to the FORTRAN IV programming of language. Students need have no programming experience. Material covered includes, etc.	1	3,200.00	1,120.00	40	209.50	14	598.57	14.96

FIRST AID

DESCRIPTION

Provides instruction in the care and handling of the sick and injured before professional medical attention can be obtained. Covers general first aid and procedures to be used to alleviate pain, prevent further injury, and save lives. Students must demonstrate proficiency in emergency medical treatment to successfully complete course.

DESIGNED FOR

Emergency monitors near danger zones, or anyone wishing to be better prepared to administer emergency first aid.

ADMINISTRATIVE DATA

Conducted by:	OMS
Length:	10 hours (4 hours for refresher course)
Frequency:	On request
Place:	Headquarters Building
Class Size:	Maximum of 12
Prerequisite:	Supervisor authorization
Registration:	Contact OMS, Operations Division

HISTORICAL COST DATA

Number of Classes in FY 76: 35

Instructor/Overhead costs:	$1,045.80
Travel/Other costs:	0
TOTAL	$1,045.80

Number of Students:	924
Number of Successful Completions:	910
Number of Course Hours:	105

Cost per Course Hour:	$10.45
Cost per Student:	1.60
Cost per Student Hour:	.16

10 May 1977

STATINTL   MEMORANDUM FOR: Agency Training Officers

FROM: █████████████████

                         Chief, Training Services Staff

SUBJECT: Distribution of External Training
                         Announcements

        1.   As the central point for receipt and dissemination
of announcements of non-Agency training programs, the Office
of Training is conducting a survey to identify areas of
current interest. Please review the subjects listed on the
attachment and indicate those on which your office wishes to
receive material. If you have interests that are not
included on the list, please identify them.

        2.   Please return the survey to OTR/TSS/REPG, Room 826,
STATINTL Chamber of Commerce Building. Questions should be directed
        to ███████████ extension 3396.

                         STATINTL ████████████████████
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Attachment:
  List of subjects

Training Officer:_____ Office:_____

Mailing Address:_____ Extension:_____

Area Studies	____	Finance	
Behavioral Sciences	____	Accounting	____
Communication Skills:	____	Auditing	____
Listening	____	Banking	____
Reading	____	Budgeting	____
Speaking	____	Corporate	____
Writing	____	Financial Management	____
Cartography	____	International	____
Contracting	____	Geography	____
Federal	____	Graphics/Visual Aids	____
Cost & Price Analysis	____	Health/Medicine	____
Law	____	Health/Safety	____
Negotiations	____	Information Systems	____
Procurement	____	Computer Programming	____
Research and		Data Processing	____
Development	____	Operations Research	____
Termination	____	Systems Analysis	____
Economics	____	Instructional Development	____
Comparative Economic		Evaluation Techniques	____
Systems	____	Job/Task Analysis	____
Economic Development	____	Learning Objectives	____
Economic Policy	____	Teaching Strategies	____
General Economic		Labor Relations	____
Theory	____	Law	____
International	____	Equal Employment	
Labor Economics	____	Opportunity	____
Money, Credit, Banking	____	Freedom of Information	____
Quantitative Economics	____	Privacy Act	____
Energy/Environment	____	Library Science	____
Engineering	____	Management/Executive	
Acoustics	____	Development	____
Aerospace/Atmospheric	____	Corporate	____
Biomedical	____	General Management	____
Chemical	____	Insurance	____
Civil	____	International	____
Design of Materials	____	Legal	____
Electrical	____	Management by Objectives	____
Fluid Mechanics	____	Marketing	____
Lasers	____	Personnel	____
Mechanical	____	Purchasing	____
Nuclear	____	Records	____
Ocean Engineering	____	Research and Development	____
Optics	____	Mathematics	____
Radiography	____	Analysis	____
Structural	____	Applied Mathematics	____
		Logic	____
		Statistics	____

Metric System   _____
Photography   _____
Politics/Government/
  Foreign Relations   _____
Printing   _____
Sciences   _____
  Biochemistry   _____
  Biology   _____
  Chemistry   _____
  Physics   _____
Secretarial Sciences   _____
  Administrative and
    Clerical   _____
  Typing/Shorthand   _____
Systems Dynamics   _____
Technological
  Forecasting   _____
Television/Videotape   _____
Word Processing   _____
Other Subject Interests:_____

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MANAGEMENT FOR EQUALITY OF OPPORTUNITY

INTRODUCTION

The course is designed especially for people in managerial and supervisory
positions. It is based upon the assumption that the Agency's ability to
promote full utilization of all employees regardless of race, color, sex,
religion, national origin, or age, depends upon the awareness and behavior
of managerial/supervisory personnel. They have a critical role in making
the decisions necessary to eliminate real or apparent discrimination and
to promote productive work relations among employees who differ in race,
sex or culture. In fact managerial awareness and decisions have a great
impact on the recommendations and efforts of EEO, FWP, Upward Mobility
and other employees concerned with compliance and affirmative action.

In approaching the task of furthering the EEC concepts, it is recognized
that success depends on two factors. The first deals with factual information
which the supervisor needs to carry out his job. The second and the more
difficult task involves establishing favorable attitudes and long term
behavioral response. Primary emphasis will be given to providing the
supervisors with information -- information about EEO Programs, processes,
and the roles of various participants, including the supervisor. In some
instances, information can lead directly to behavioral change. The program
also provides the opportunity for the supervisor to look at his own
attitudes and those of others and to experiment with new, i.e. more effective
behavior. The proposed objectives, schedule, and concept seek to give
recognition to the importance of these two factors and of the critical role
that supervisors and managers play in the development of all human resources.

MANAGEMENT FOR EQUALITY OF OPPORTUNITY COURSE

OBJECTIVES:

Through lectures, readings, films, group discussion, workshop exercises, and case studies, each supervisor, at the conclusion of the course, should be able to:

1. Identify some of the more prominent and patterns of discrimination and describe their impact upon supervisory processes.

2. Have had the opportunity or been able to critically evaluate his or her own attitudes towards equality of opportunity.

3. Better contribute to the effective utilization of all employees by being aware of and sensative to several creditable approaches to management behavior and actions.

4. Explain the historical background which gave rise to today's Equal Employment Opportunity Programs.

5. Articulate the Agency's progress in Equal Employment Opportunity Programs.

6. Describe what efforts the Agency is making to be fair to all employees, including describing such programs as the Upward Mobility Program, Federal Woman's Program and the Hispanic Program.

7. Be responsive to the complaint process and know what he or she, as a supervisor, should do when faced with a complaint from an employee.

8. Articulate the significance and importance of major legislation, executive orders and internal CIA policies which affect the management of Equal Opportunity Programs.